

Key Stage One					
Year One			Year Two		
Flashback Four daily session: the children in these year groups tale part in a short, targeted return to learning from previous units, including those in previous years.					
Autumn Term	Maths Mastery (Rekenrek Subitising)	lace Value (within 10) (5 weeks) Sort, count and represent objects. Recognise numbers as words and count on from any number and count backwards (within 10). Find one more and one less. Compare and order objects and numbers and introduce to less than, greater than and equal to. Introduce to number lines for the first time. Children are introduced to the concept of number bonds through the story Ten Monday Jamboree which investigates different combinations of numbers that add up to ten. Addition and subtraction (within 10) (5 weeks) Introduce to part whole models. Write number sentences and addition fact families. Explore number bonds within and to 10. Addition is introduced and applied to word problems. Subtraction is introduced by first finding a part and using number lines. Addition and subtraction of 1 or 2. Shape (1 week) Recognise, name and sort 3-D and 2-D shapes. Create patterns with 2-D and 3-D shapes.	Maths Mastery (Rekenrek Subitising)	Place value (4 weeks) Count objects to 100 using concrete resources (such as straws) to make tens and support counting. Recognise tens and ones and use a place value chart. Partition and write numbers to 100 in words and expanded form. Use number lines up to 100 with intervals of one and ten and to estimate the position of numbers. Compare and order objects and numbers. Count in 2s, 3s, 5s and 10s using concrete resources such as counters and Rekenreks. Addition and subtraction (5 weeks) Explore fact families by learning addition and subtraction bonds within 20 and 100 (in tens). Use number bonds knowledge to add and subtract across a 10 using up to two 2-digit numbers across ten. Recognise related facts. Add and subtract 1s from a number. Add three 1-digit numbers. Concrete resources such as ten frames and Rekenreks aid number sense and understanding. Finding 1 or 10 more or less than a given number as well as adding and subtracting tens. Shape (3 weeks) Recognise, count sides and vertices and identify lines of symmetry for 2-D shapes. Learn to draw 2-D shapes. Count faces, edges and vertices on 3-D shapes. Children learn to sort 2-D and 3-D shapes and make patterns with them. Through the engaging story ‘A Fishy Mystery’ the children explicitly and cleverly investigate Venn diagrams and are able to apply their knowledge and categorise shapes based on their properties.	
		Place value within 20 (3 weeks) Count within 20 using concrete resources and repeated practise. Understand 10 and 20 and the numbers in between using ten frames, bead strings, towers of cubes and Rekenreks to support subitising. Calculate 1 more and 1 less with any number within 20. Understand the number line to 20 and estimate on it. Compare and order numbers to 20. Addition and subtraction within 20 (3 weeks) Add by counting on from any number within 20. Add ones by using number bonds and investigate number bonds to 20. Focus on adding two equal quantities to learn doubles and calculate near doubles. Subtract using number bonds, counting back and finding the difference. Look at related addition and subtraction fact families. Solve missing number problems. Place value within 50 (2 weeks) Count from 20 to 50 in ones and tens. Count objects efficiently by making groups of tens and ones. Partition into tens and ones. Look at the number line to 50 and estimate positions of number. Calculate 1 more and 1 less using concrete resources and representations. Length and height (2 weeks) Compare lengths and heights using language such as ‘longer than’, ‘shorter than’ and ‘taller than’. Measure length using objects and then by using a ruler and measuring in centimetres. Mass and volume (2 weeks) Compare objects and determine if they are heavier or lighter. Explore capacity and volume practically. Measure and compare mass (using non-standard units),		Money (2 weeks) Count money in pence and pounds using notes and coins. Choose notes and coins to create a given amount. Explore different ways of making the same amount. Compare amounts of money using language ‘greater than’, ‘less than’, ‘most’ and ‘least’. Calculate with money using addition and subtraction. Make a pound in different ways and calculate change from a pound. Solve two step problems. Multiplication and division (5 weeks) Recognise, make and add equal groups linking multiplication and repeated addition. Introduce to multiplication sentences using pictures and arrays. Explore division by making equal groups (grouping and sharing). Explore the 2, 5 and 10 times table and division facts making links between the 5 and 10 tables. Divide by 2 and double and halve numbers. Using this knowledge, identify odd and even numbers. Length and height (2 weeks) Measure in centimetres and metres using a ruler, metre sticks and tape measures. Compare, order and complete the four operations with lengths and heights. Mass, capacity and temperature (3 weeks) Measure in grams, kilograms, millilitres and litres. Compare mass, volume and capacity. Apply the four operations knowledge to questions relating to mass, volume and capacity. Learn to read different scales and use real-life examples of measurement. Read scales relating to temperature and introduce to degrees Celsius.	
Multiplication and division (3 weeks) Count in multiples of 2, 5 and 10 up to 50. Using stories, explore making and adding equal groups. Make arrays by creating equal groups building them up in columns or rows. Explore doubling with numbers up to 20. Make equal groups by grouping a given total and explore sharing as a model of division using concrete objects. Fractions (2 weeks) Explore finding a half and a quarter using shapes and sets of objects and apply this to finding half and quarter of a quantity using equal sharing. Explore equal and non-equal parts. Position and direction (1 week) Use the language ‘full’, ‘half’, ‘quarter’ and ‘three quarters’ to describe turns made by shapes and objects. Use positional language to describe the position of objects and shapes from different starting positions. Place value (within 100) (2 weeks) Introduce to the hundred square and use it to count forwards and backwards within 100. Continue grouping in 10s to make counting more efficient and when partitioning. Compare and order numbers using language ‘more than’, ‘less than’ and ‘equal to’ as well as the symbols <, > and =. Children find one more and one less than given numbers or amounts to 100. Money (1 week) Recognise and know the value of different denominations of coins and notes and use their place value knowledge to match these with equivalent values. Combine knowledge of money when counting in 2s, 5s and 10s for efficiency. Time (2 weeks) Use key vocabulary to sort and order events. Learn the seven days of the week and months of the year. Discuss events including their birthday. Tell the time to the hour and half hour using an analogue clock. Explore the difference between seconds, minutes and hours measuring activities in each unit of time.		Fractions (3 weeks) Children understand the concept of a whole and explore making equal and unequal parts. Children are introduced to the notation 1/2, 1/4, 1/3 and terms ‘numerator’, ‘denominator’ and ‘unit fractions’. Find a half, a quarter and a third of a shape, set of objects and quantities. Children are introduced to non-unit fractions 2/3 and 3/4 for the first time and explore the equivalence of two quarters and one half. Children use their understanding of quarters to find three quarters of a quantity. Count in halves, thirds and quarters from any number up to 10. Time (3 weeks) Read and draw the times to the hour, half past, quarter past and quarter to the hour. Read and show analogue time to 5-minute intervals. Learn that there are 24 hours in a day and 60 minutes in an hour. Children use clocks to convert minutes to hours and minutes. Find and compare the durations of events using start and end times. Statistics (2 weeks) Children are introduced to tally charts as a systematic method of recording data. Use tally charts to produce pictograms. Build pictograms using concrete apparatus then move to drawing their own pictures to complete missing columns or rows. Interpret, make comparisons and answer questions about the data presented in pictograms. Children collect data and draw pictograms where the symbols represent 2, 5 or 10 items. Position and direction (2 weeks) Children use language ‘forwards’, ‘backwards’, ‘up’, ‘down’, ‘left’ and ‘right’ to describe movement in a straight line. Children describe turns using the language ‘full turn’, ‘half turn’, ‘quarter turn’, ‘three-quarter turn’, ‘clockwise’ and ‘anticlockwise’. Using this knowledge, describe and record directions and routes. Describe and create patterns that involve direction and turns.			
Spring Term					
Summer Term					
Rich problem solving and reasoning activities for all year groups and abilities are embedded in each unit to support the mastery approach. Toolkits allow children to make meaningful connections to prior learning enabling them to competently solve challenging problems. Mathematical dialogue and question stems ensure that mathematical vocabulary is developed and consistent across the curriculum and children can justify their reasoning with confidence. Purposeful interleaving of content ensures pupils can consolidate taught content at regular intervals.					